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ABSTRACT

The guide lists resources for the provision of vocational education to handicapped students. Each entry includes information on title, specific concern, groups served, intended users, contents, source, cost, availability, and ease of use. Entries are organized into the following four areas (sample subtopics in parentheses): exceptional students and vocational education (exemplary programs, mainstreaming, descriptions of handicapping conditions); legal requirements for the education of exceptional students (educational rights, due process, implications of recent legislation); administrative concerns (policy development on mainstreaming, curriculum development, individualized education programs, environmental redesign); and instructional concerns (improving teaching skills of vocational educators, instructional techniques for exceptional students). (CL)

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RESOURCES FOR MAINSTREAMING EXCEPTIONAL STUDENTS IN VOCATIONAL EDUCATION PROGRAMS

Prepared by Patricia Maloney

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RESOURCES FOR MAINSTREAMING EXCEPTIONAL STUDENTS IN VOCATIONAL EDUCATION PROGRAMS

Prepared by Patricia Maloney

Project Director Peter Dahl
Mainstreaming Workshops for Vocational Administrators

March 1978

Prepared for
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Post Office Box 1113, Palo Alto, California 94302

Introduction

Recent laws (P.L. 94-142, 93-112, and 94-482) dramatically emphasized the rights of handicapped citizens to the fullest possible participation in society. One effect of these laws is to open mainstream education to handicapped students by requiring that they be educated in the least restrictive possible environment, consistent with sound educational programming.

This does not mean, of course, that every handicapped student will be included full-time in a mainstream program, for that might not be best for certain students. But, it does mean that more handicapped students than before will enroll in regular programs.

An increasing number of handicapped students will require the staff of regular vocational programs to increase their knowledge about handicapped students; it will require administrators to institute procedures to assure that proper services are provided, and that legal provisions are satisfied; and it will necessitate changes in classroom procedures. The four sections of this resource guide are designed, respectively, to provide leads to resources in each of these areas.

Table of Contents

I. Exceptional Students and Vocational Education

Contains information on exemplary vocational education programs, mainstreaming of exceptional students, and descriptions of handicapping conditions

II. Legal Requirements for the Education of Exceptional Students

Contains information on the educational rights of exceptional children, due process requirements and the implications of recent legislation

III. Administrative Concerns

Contains information on establishing policy for mainstreaming exceptional students, developing programs and curriculum, personnel preparation, developing IEP's resource materials, and environmental redesign

IV. Instructional Concerns

Contains information on improving teaching skills of vocational educators, instructional techniques, educational plans and assistive devices for exceptional students

RESOURCE: Career Education: Exemplary Programs for the Handicapped (book; 105 pp.)

SPECIFIC CONCERN: Existing exemplary vocational education programs

GROUPS SERVED: Deaf/Hearing Impaired, Emotionally Disturbed, and Other Areas of Exceptionality

INTENDED USERS: Administrators

CONTENTS: This book is the result of a project done for the Bureau of Education for the Handicapped to "Assess, Document, and Spread Exemplary Programs for the Education of the Handicapped." The vocational education programs described in this book are unique. Each would lend itself to implementation in almost any school district. Of the five programs described, two are concerned with specific handicaps:

- Project SERVE is an individualized vocational education program for educable mentally retarded students in Grades 10 through 12. Students spend one-half day in class and one-half day working in the community.
- The Technical Vocational Program for Deaf Students is a post-secondary training program to help deaf students to pursue advanced vocational and technical training. Supportive services such as counseling, interpreting and auditory training to help students adjust to working in the community are described.

The other three programs are geared to a wide variety of students, with handicaps ranging from mild to severe.

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $6.30

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: The Special Needs Student in Vocational Education: Selected Readings edited by Stanley J. Urban, Ph.D., & Thomas Tsuji, Ph.D. (book; 286 pp.)

SPECIFIC CONCERN: Delivering special educational services

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: The topics covered in this book are ideas and issues related to the general problem of delivering special educational services; the role of law in seeing that the exceptional child receives vocational training; the exceptional child in vocational education classes; career education and the exceptional child; the importance of proper personnel in implementing programs; and the importance of understanding sources of assistance. This book is aimed at the vocational educator who has little background in the education of the exceptional student.

SOURCE: MSS Educational Publications Corp.
133 E. 58th
Manhattan, NY 10022
(212) 688-0020

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Industrial Arts in Special Education by Dale H. Messerschmidt (booklet; 13 pp.)

SPECIFIC CONCERN: Exemplary vocational programs

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: The main topic of this booklet is the problem of teaching industrial arts to students with special educational needs. The prevocational industrial arts special education program in which the author is involved is described. Several individual problems concerned with students' academic, social, emotional, and physical handicaps are discussed, along with demonstrated methods of handling them. The author discusses some usual industrial arts activities and compares special education achievement with achievement found in the normal classroom. Practical suggestions are given for choosing projects, planning activities, selecting materials, selecting and using tools, sequencing tasks, and eliciting student cooperation.

SOURCE: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

COST: $.83 microfiche $1.67 hardcopy

(ED 133 439)

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE:	Contemporary Vocational Rehabilitation edited by Herbert Rusalem and David Malikin (book; 250 pp.)
SPECIFIC CONCERN:	Issues and practices in vocational rehabilitation
GROUPS SERVED:	All Exceptional Students
INTENDED USERS:	Administrators, Teachers
CONTENTS:	There are 13 chapters presented in this book, each written by a different author and dealing with a different topic. A brief introduction and followup is given by the editors for each chapter. This is done to orient readers to the chapter contents and implications for vocational rehabilitation. Some of the topics covered are attitudes toward disability, assessing vocational potential, rehabilitating the socially disabled, rehabilitation of persons with serious emotional disorders, counseling the mentally retarded, and the job placement process.
SOURCE:	New York University Press Washington Square New York, NY 10003
COST:	$13.50
AVAILABILITY:	From stock
EASE OF USE:	Moderate reading

RESOURCE: Teacher, Please Don't Close the Door-- The Exceptional Child in the Classroom edited by June B. Jordan (book; 133pp)

SPECIFIC CONCERN: Mainstreaming individuals with exceptional needs

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This book can be used as a textbook and training manual. It deals with team approaches to assessment, local and state program planning, and ways to involve all children in least restrictive environments. The roles of parents, consulting and resource teachers, diagnosticians, regular teachers, and principals are discussed. One chapter discusses progressive inclusion, a concept based on the belief that the exceptional child is more similar to other children than he is different.

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $9.75

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Vocational Preparation of Retarded Citizens by Donn E. Brolin (book; 312 pp.)

SPECIFIC CONCERN: Program models

GROUPS SERVED: Mentally Retarded

INTENDED USERS: Administrators, Teachers

CONTENTS: Part I of this book provides basic background information about mental retardation, the development of a work personality, vocational adjustment of the retarded, and available vocational services (such as educational and rehabilitation programs). Part II presents the basic techniques of vocational preparation. Some of the topics covered are vocational counseling (theories and counseling techniques with the retarded); clinical assessment; work evaluation (intake interviews, situational assessment, and standardized vocational testing); work adjustment (behavior modification and precision teaching); job tryouts (advantages and limitations, and guidelines for program implementation); vocational training (vocational programs, vocational research, and training in business and industry); and job placement and follow-up. Part III suggests approaches for conducting and evaluating secondary and postsecondary vocational preparation programs. Included in three appendixes is a description of a procedure for conducting a job analysis.

SOURCE: Charles E. Merrill Publishing Company
Columbus, Ohio 43216

COST: $13.95

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Mental Retardation: The Known and the Unknown
(book; 115pp.)

SPECIFIC CONCERN: Introduction to systems to serve the mentally retarded

GROUPS SERVED: Mentally Retarded

INTENDED USERS: Administrators, Teachers

CONTENTS: This book provides a good introduction to mental retardation. Topics covered are the following: what is mental retardation, what is the minimum occurrence of mental retardation; what are adequate, humane service systems; what is full citizenship for mentally retarded persons; and what are the costs of mental retardation. This book attempts to present current knowledge on which future directions of the field of mental retardation can be charted. The reference section is quite extensive.

SOURCE: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Mainstreaming: Educable Mentally Retarded Children in Regular Classes by Jack W. Birch (book; 104 pp.)

SPECIFIC CONCERN: Teaching the educable mentally retarded

GROUPS SERVED: Mentally Retarded

INTENDED USERS: Administrators, Parents, Teachers

CONTENTS: The main contents of this report are descriptions of programs in six diverse school districts committed to bringing integrated special education to all exceptional children. Operational aspects of current mainstreaming practices have been described in the hope that the experiences of the teachers and administrators can minimize the problems and maximize the chances for success for the schools and pupils who will become involved in mainstreaming. Chapter 9 concentrates on those instructional, organizational, and personnel factors that make mainstreaming work.

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $3.00

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE:	Supporting Visually Impaired Students in the Mainstream by Glenda J. Martin and Mollie Hoben (book; 72 pp.)
SPECIFIC CONCERN:	Mainstreaming visually impaired students into regular classrooms
GROUPS SERVED:	Visually Impaired
INTENDED USERS:	Administrators, Teachers
CONTENTS:	This book has three parts. Part one deals with mainstream programs that are already successfully established throughout the country. Part two presents successful concepts and attitudes that can be translated into day-by-day activities. Many questions that teachers commonly ask about teaching the visually impaired are answered in this section. Part three examines some areas of teaching the visually impaired that still need to be improved and developed in order to provide the visually impaired student with the kind of education to which he is entitled.
SOURCE:	The Council for Exceptional Children 1920 Association Drive Reston, VA 22091
COST:	$3.00
AVAILABILITY:	From stock
EASE OF USE:	Easy reading

RESOURCE: Hearing Impaired Children in the Mainstream by Jack W. Birch (book; 106 pp.)

SPECIFIC CONCERN: Mainscreaming the hearing impaired student into the regular classroom

GROUPS SERVED: Hearing Impaired

INTENDED USERS: Administrators, Teachers

CONTENTS: Many factors involved in the successful mainstreaming of a hearing impaired student are covered in this book. Basic definitions, important to a clear understanding of the mainstreaming concept, are provided. Hearing impairments are discussed to give the reader an understanding of the varying degrees and types of "deafness." The effect of a hearing loss on educational achievement is discussed. Successful mainstream programs are highlighted with teaching methods listed that work successfully in helping the hearing impaired student cope in the regular classroom. In short, the multitude of subjects covered makes this book a most comprehensive handbook on mainstreaming the hearing impaired student into the regular classroom. The book is divided into six sections:

I. Introduction
II. Terminology
III. The Influence of Hearing Impairments on Education
IV. Characteristics of Successful Mainstreaming
V. Making Mainstreaming Function
VI. Varieties of Complete and Partial Mainstreaming

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $4.00

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Oh, Dear, Somebody Said "Learning Disabilities"! by Marnelle L. Hayes, Ed.D. (book; 96 pp.)

SPECIFIC CONCERN: Teaching strategies

GROUPS SERVED: Learning Disabled

INTENDED USERS: Parents, Teachers

CONTENTS: Easily understood information is given in this book on understanding, recognizing, and coping with learning disabilities. Emphasis is placed on seeing the learning disabled child as more "learning" than "disabled." Checklists are given to identify the child's best learning channel. There are practical suggestions for all subjects, techniques for coping with hyperactivity and distractibility, and behavior modification techniques for group and individualized instruction.

SOURCE: Academic Therapy Publications
P.O. Box 899
1539 Fourth Street
San Rafael, CA 94901

COST: $3.00 (Catalog No. LSBN: 127-2)

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Helping Children with Learning Disabilities by Ruth Dinhins Rowan (book; 128 pp.)

SPECIFIC CONCERN: Teaching the learning disabled student

GROUPS SERVED: Learning Disabled

INTENDED USERS: Administrators, Teachers

CONTENTS: This book is a good introduction to the field of learning disabilities. It is estimated that from 5 percent to 20 percent of the school population may have learning disabilities that affect their schooling. In general, the learning disabled child has a perception problem, but within that general definition are many kinds of problems that can be difficult to recognize and diagnose. This book provides the information needed to understand the problem of the learning disabled child. A chapter on the learning disabled adolescent is included.

SOURCE: Parthenon Press
Nashville, TN

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Yes, They Can! A Practical Guide for Teaching the Adolescent Slower Learner by Kenneth J. Weber (book; 194 pp.)

SPECIFIC CONCERN: Teaching the learning disabled student

GROUPS SERVED: Learning Disabled

INTENDED USERS: Teachers

CONTENTS: This is a warmly written book about teaching a class of slow learners and about teaching the adolescent who expects to fail. The book does not assume that failure can be eliminated; it does attempt to show how to reduce failures by teaching for success, expanding a definition of the slow learner, and recommending a style of curriculum. The largest part of the book outlines a number of practical approaches to meeting the psychological and practical needs of the adolescent slow learner.

SOURCE: McDougal, Littell & Company
Evanston, IL

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Helping the Adolescent with the Hidden Handicap edited by Lauriel E. Anderson (book; 160 pp.)

SPECIFIC CONCERN: Understanding learning disabilities

GROUPS SERVED: Learning Disabled

INTENDED USERS: Counselors, Parents, Teachers

CONTENTS: This book is a collection of writings that presents a multidisciplinary approach to the social, emotional, medical, and educational problems of teenagers who are learning disabled. Some of the chapter headings are "Guidelines for Parents," "Medical Needs of NH Adolescents," "Making Physical Education Helpful--Not Humiliating," "Reversing a Negative Self-Image," and "Moving Toward Adulthood."

SOURCE: Academic Therapy Publications
P.O. Box 899
1539 Fourth Street
San Rafael, CA 94901

COST: $5.00 (Catalog No. ISBN: 010-1)

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: The Guidance of Exceptional Children: A Book of Readings by John C. Gowan, George D. Demos, and Charles J. Kokasha (book; 465 pp.)

SPECIFIC CONCERN: Guidance counseling for exceptional students

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Counselors, Teachers

CONTENTS: The guidance of exceptional students is not a well-developed area of education. This book tries to fill in some of the gaps that exist. The readings are grouped according to exceptionability, and within each grouping a chapter is devoted to vocational counseling of the exceptional students. Other topics covered are self-concept and the physically different child, counseling underachievers, critical variables in counseling the mentally retarded, vocational needs in educational programs for deaf youth, and dynamic factors affecting family adjustment to the handicapped child.

SOURCE: David McKay Company, Inc.
New York, NY

COST: Not known

AVAILABILITY: Not known

EASE OF USE: Moderate reading

RESOURCE:	Communicating with Parents of Exceptional Children by Roger Kroth (book)
SPECIFIC CONCERN:	Parent-teacher relationships
GROUPS SERVED:	All Exceptional Students
INTENDED USERS:	Administrators, Teachers
CONTENTS:	This book is intended to improve parent-school relationships. It is a book of techniques rather than theory. Specific suggestions are given on when to schedule meetings and what materials are best suited to improve communication between the parent and the school. The book is well-suited for in-service workshops and seminars and for teacher-education courses.
SOURCE:	Love Publishing Company 6635 E. Villanova Place Denver, CO 80222
COST:	$4.50
AVAILABILITY:	From stock
EASE OF USE:	Moderate reading

RESOURCE: The Disabled and Their Parents: A Counseling Challenge
by Leo Buscaglia (book; 383 pp.)

SPECIFIC CONCERN: Counseling exceptional students

GROUPS SERVED: Blind/Visually Impaired
Deaf/Hearing Impaired
Orthopedically Handicapped
Speech Impaired

INTENDED USERS: Teachers

CONTENTS: This book covers most topics that would be of interest to counselors of exceptional students. Attitudes and counseling strategies are discussed along with special problems of the disabled. Chapters are also included that were written by exceptional individuals themselves and by parents of exceptional individuals describing their own experiences and insights. A literature review is included.

SOURCE: Charles B.Slack, Inc.
Thorofare, NJ 08086

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Moderate reading

Legal Requirements for the Education of Exceptional Students

RESOURCE: Workshops Materials: Educational Rights of Handicapped Children written and edited by Reed Martin (book; 125 pp.)

SPECIFIC CONCERN: Legal requirements for education of handicapped children

GROUPS SERVED: All Exceptional Children

INTENDED USERS: Administrators

CONTENTS: Materials presented in this book were the subject of a two-day workshop given by the author. The information is presented in a clear, concise manner using language that is easily understood by anyone. Topics covered include the following: sources of law; eligible children: an affirmative responsibility; providing a "free appropriate public education"; individual education in the least restrictive environment; procedural safeguards; record keeping and confidentiality; protection against abuse; required public evaluations of your program; and references and resources. Excerpts from PL 94-142, PL 93-113, and PL 94-103 are included. This manual should prove most useful to anyone needing a working knowledge of legal requirements for education of handicapped individuals.

SOURCE: Public Law Division
Research Press Company
2612 N. Mattis Avenue
Champaign, IL 61820

COST: $19.95

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: A Primer on Due Process: Education Decisions for Handicapped Children by Alan Abeson, Nancy Bolick, and Jayne Hass (book; 58 pp.)

SPECIFIC CONCERN: Due process requirements for exceptional students

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Students, Teachers

CONTENTS: This document presents an approach to meeting the requirements of due process in the identification, evaluation, and educational placement of handicapped children. Attention is devoted to the steps needed to meet the requirements and the sequence in which they can be implemented. The sequence is intended to meet the standards of procedural due process by providing procedural safeguards so that the exceptional individual has the opportunity to be heard as well as the right to impartial resolution of conflicting positions. The topics covered in the chapters are:

1. Due Process of Law: Background and Intent
2. Due Process of Laws: Procedures, Sequences and Forms
3. Hearing Officers and Procedures
4. The Parent Surrogate: One Approach

SOURCE: Council on Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $4.95

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: An Analysis of PL 94-142: The Education for All Handicapped Children Act of 1975 (booklet, 25 pp.)

SPECIFIC CONCERN: Implications of federal legislation

GROUPS SERVED: All Exceptional Children

INTENDED USERS: Administrators, Teachers

CONTENTS: This document is a section by section analysis of PL 94-142; a general comparison of PL 94-142 with previous laws, and a description of general state and local responsibilities. Implications vary from state to state and district to district, but the intent is to provide interested individuals with a document that will allow quick reference to various provisions of the law.

SOURCE: The National Association of State Directors of Special Education, Inc.
1201 16th Street, N.W. Suite 610E
Washington, D.C. 20036

COST: $2.00

AVAILABILITY: From stock

EASE OF USE: Well organized; definitions provided

RESOURCE: Public Policy and the Education of Exceptional Children edited by Frederick J. Weintraub, Alan Abeson, Joseph Ballard, and Martin L. La Vor. (book)

SPECIFIC CONCERN: Public policy for exceptional children

GROUPS SERVED: All Exceptional Children

INTENDED USERS: Administrators

CONTENTS: The book is divided into five sections, each independent of the other so that the reader can read the entire book or only those sections of particular interest.

- Section 1. The Educational Rights of Exceptional Children
- Section 2. State and Federal Policy for Exceptional Children
- Section 3. Avenues for Public Policy Change
- Section 4. Understanding the Political Process
- Section 5. Professional Rights and Responsibilities

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $13.95

AVAILABILITY: From stock

EASE OF USE: Moderate reading with some use of legal terms

Administrative Concerns

RESOURCE: Vocational Education Administrative Policies Manual for Handicapped Students by Sharon Davis and Michael Ward (book)

SPECIFIC CONCERN: Establishing policy for vocational programming

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: The purpose of this manual is to aid local educational agencies in establishing policy for vocational programming for handicapped st dents. The manual contains actual policy language. The policies and procedures included are based on practices recommended by local educational agency administrators and are consistent with statues and regulations for PL 94-142, PL 94-482, and Section 504 of PL 93-112. The manual is organized into eight sections: administration, identification of students, vocational assessment, program placement, service delivery, facilities and transportation, personnel, and fiscal management.

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Mainstreaming: A Practical Guide by James L. Paul, Ann P. Turnbull, and William M. Cruickshank (book; 147 pp.)

SPECIFIC CONCERN: Mainstreaming exceptional students

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers, Parents, Support Personnel, Others Involved in Mainstreaming

CONTENTS: This book is intended as a practical guide to all those involved in mainstreaming students--principals, teachers, professional support personnel, parents, school board members, and others. The first three chapters describe the basics of preparing for mainstreaming in public schools. The planning process is discussed, along with the roles and responsibilities of students, parents, the community, and the education system. Chapter 4, on in-service teacher training, describes the changes that are needed. In Chapter 5 on pre-service teacher education, the authors discuss changes that are needed in schools of education. Chapter 6 deals with implementing mainstreaming. It includes a discussion of principles of program development and implementation, along with recommendations to help the process.

SOURCE: Syracuse University Press
Syracuse, NY 13210

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: "Hello Everybody . . ." (six-color sound filmstrips about handicapped children)

SPECIFIC CONCERN: Establishment of policy regarding services to exceptional students

GROUPS SERVED: All Exceptional Children

INTENDED USERS: Administrators, Students, Teachers

CONTENTS: The purposes of these filmstrips are as follows:

1. to aid the mainstreaming process by preparing students to accept the handicapped individual. The films meet both affective and content objectives.
2. to give teachers the basic factual information they need to write better Individualized Educational Plans (IEP's).
3. to serve as a constructive basis for Parent Education programs and community outreach programs
4. to provide effective, positive, role models for the exceptional child.
5. to desensitize persons who may be apprehensive about working with handicaps.

There are six sets each dealing with a specific handicap: (1) hearing and speech impairment, (2) visual impairment, (3) orthopedic handicaps, (4) developmental disabilities, (5) learning disabilities and (6) behavior disorders.

SOURCE: SFA James Stanfield Film Associates
P.O. Box 851
Pasadena, CA 91102

COST: Purchase Parts 1-6 ... $175 includes Guide and Supplemental Materials (quantity discounts available)
Individual Sets ... $35 each
Rental ... $50/two weeks; total set

AVAILABILITY: Call collect at (213) 578-1658 for more information

RESOURCE: Competency-Based Administrator Education Module: Planning Vocational Education Programs for the Disadvantaged and Handicapped by Arlington W. Chisman and Kathy Novak (book; 76 pp.)

SPECIFIC CONCERN: Developing a written plan for a vocational program for exceptional students

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators

CONTENTS: This module has seven objectives; the end objective is to develop a written plan for a vocational program to serve exceptional students. The other objectives are: (1) to demonstrate an understanding of federal legislation and funding sources related to vocational education and exceptional students; (2) to determine the need for vocational education programs for local disadvantaged populations; (3) to determine the need for vocational education programs for local handicapped populations; (4) to establish policies and procedures to facilitate offering vocational education to exceptional students; (5) to determine resource requirements for providing instruction to exceptional students; (6) to develop a written timetable for implementing a vocational program for exceptional students in local school districts.

SOURCE: Competency-Based Administrator Education Project
Division of Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blackburg, VA 24061

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Expanding Options for Handicapped Persons Receiving Vocational Education (book; 212 pp.)

SPECIFIC CONCERN: Planning and implementing vocational education for secondary students

GROUPS SERVED: Exceptional Students in High School

INTENDED USERS: Administrators, Counselors, Parents, and Teachers

CONTENTS: This book is the result of a 5-day conference conducted in West Virginia. The purpose of the conference was to "stimulate change in vocational education for students at the secondary level who have special education needs." A detailed description of the conference is given so that the conference and program can be implemented anywhere in the nation. The subjects dealt with were the following:

- Operational world: funding power; personnel development; program development; LEA plan writing and accountability on the national, regional, state, district, and school levels.
- Student world: Identification and referral; assessment and individual planning; placement and programs; monitoring and evaluation model for due process procedures, parent participation, and confidentiality of data.
- Training world: Career preparation; formal studies skill development; work adjustment in relation to curricula content, available materials, teaching methods, and the training environment.

(con't.)

SOURCE: West Virginia State Department of Education
Division of Special Education
Capital Complex
Charleston, WV 25301

COST: Not known

AVAILABILITY: Not known

EASE OF USE: Well organized; simple to use

Contents: (continued)

- Work world: Job marketing, job development, job placement, and job follow-up in relation to research resources; pre-/in-service training; network integration; and outcome guarantees

The training manual used is included in the book.

RESOURCE: Modifying Regular Programs and Developing Curriculum Materials for the Vocational Education of the Handicapped: Progress Report 1975 by Roger H. Lambert et al. (report; 69 pp.)

SPECIFIC CONCERN: Model programs

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This document is about the activities carried out over a 1-year period by the Center for Studies in Vocational and Technical Education project to modify regular programs and develop curriculum materials for vocational education of the handicapped. Section I contains a summary of project activities which include: workshops in Wisconsin's districts, collection of materials about handicapping conditions and special education, the development of publications for use in working with handicapped persons, development of a bibliography of free loan materials for handicapped and special education. Section II contains a summary of the convention program activities.

SOURCE: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

COST: $.83 microfiche $3.50 hardcopy
(ED 121 048)

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Improving Occupational Programs for the Handicapped by Scott L. Parker et al. (book; 227 pp.)

SPECIFIC CONCERN: Program models

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: Material presented in this manual is based on a study of 30 existing vocational education programs. Three types of programs are described: (1) modified programs for handicapped students in the regular classroom, (2) special programs for the handicapped in segregated classrooms, and (3) special programs for severely handicapped students in special classes or residential schools. The following topics are covered: laying the groundwork; designing a program; focusing on the student; meeting the student's needs; preparing for specific skill training; selecting type of vocational training; providing related or academic instruction; obtaining supportive and social services; assisting in transition to the work world; conducting job placement and followup; and achieving interagency, interdistrict, and community coordination and cooperation. The appendixes contain a checklist for program evaluation, and abstracts of 30 programs studied in depth.

SOURCE: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

COST: $.83 microfiche $13.00 hardcopy
(ED 117 914)

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Vocational Education for Special Needs Students: Competencies and Models for Personnel Preparation by Allen T. Phelps et al (A final report on the National Workshop on Vocational Education for Special Needs Students; 265 pp.)

SPECIFIC CONCERN: New staff skills needed

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This report describes a workshop for vocational education and special education teachers. Activities at the workshop revolved around meeting the needs of ten university/state department teams in developing and/or expanding their programs. This report is designed for use by persons in local educational agencies who have responsibility for staff development and inservice education. (It may also prove useful to vocational and special educators who are interested in the personnel preparation process.) Part I describes the presentations and activities of workshops and Part II is a description and analysis of the professional tasks that were identified as critical for personnel involved in vocational programming for special needs students. The personnel preparation models prepared by the ten attending teams are included in Part III.

SOURCE: Resources in Vocational Education/ERIC
Document Reproduction Service
P.O. Box 190
Arlington, VA 22210
(903) 841-1212

COST: Microfiche $.83 Hardcopy $14.05 plus postage
(ED 132 303)

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Vocational/Career Education Programs for Persons with Special Needs in Wisconsin Vocational Technical and Adult Education Districts, 1976-1977 by Floyd W. Tindall et al. (post-secondary programs only) (final report; 84 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This document contains information on the vocational/career education programs funded by the 1968 Vocational Amendments and Wisconsin's 17 vocational technical and adult education districts to provide services to special needs students. There are two sections: Disadvantaged and Handicapped Occupational Programs (Section I) and Consumer and Homemaking Education Programs for Disadvantaged and Handicapped (Section II). Project/program entries are listed according to district and categorized according to prevocational program, supportive service, or curriculum areas. Each entry includes a descriptive title, location, information and administrative contact, type of handicapped student served and a brief program description. Much of this document could serve as a model for vocational administrators when they are planning programs to mainstream the exceptional student.

SOURCE: Resources in Vocational Education
ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210
(703) 841-1212

COST: Microfiche $.83 (ED 132 424)
Hardcopy $4.67 plus postage

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Occupational Training Plans for Disadvantaged and Handicapped Students in Vocational Education: A Manual for Use in Cooperative Work Experience Programs edited by Robert K. Eley (book; 253 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: The purposes of this manual are:

1. To serve as a description of the kinds of content that should be in a training plan
2. To serve as an example in discussing training plans with employers
3. To assist vocational instructors in developing training plans
4. To serve as one source of occupational content for several common occupations. The format shows approximate time required to learn a job skill, a list of learning activities, on-the-job training needed, in-school time needed, and spaces for evaluation and for individual study assignment. Training plans included are for assembly line worker, automobile-service-station attendant, busboy, carpenter's helper, cook helper, dishwasher, general farm hand, general housekeeper, grocery cashier, laundry worker, lawnmower repairman, machinist helper, mail clerk, physical therapy aide, steam table server, and stock clerk.

SOURCE: Resources in Vocational Education/ERIC
Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
(903) 841-1212

COST: Microfiche $.83 Hardcopy $14.05 plus postage
(ED 132 286)

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Interpretive Study: Mainstreaming Vocational Education for the Handicapped in California Secondary Schools by Gordon F. Johnson and Rob Reilly (final report; 83 pp.)

SPECIFIC CONCERN: Policy manual for providing services

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This study of mainstreaming guidelines and practices was done because of a growing need to identify the components of vocational programs, services, and activities that serve the Handicapped persons in California secondary schools. The objectives of the study were (1) to develop guidelines for establishing mainstreaming opportunities in vocational education for the handicapped; (2) to identify characteristics and provisions of vocational programs that are mainstreaming the handicapped; (3) to provide a step-by-step procedural manual for mainstreaming handicapped in vocational programs that will provide pertinent information for field practitioners.

SOURCE: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

COST: $.83 microfiche $4.67 hardcopy
(ED 133 491)

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Teaching Exceptional Children in All America's Schools
by Maynard C. Reynolds and Jack W. Birch (book; 800 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational and special educators

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This book is designed for pre- and in-service training of regular and special education teachers who will be working together to educate handicapped and gifted children. The authors contrast the prevailing practices with preferred approaches for each issue covered in the text. Issues covered include assessment, parent participation, school programs for exceptional children, descriptions of various exceptionabilities, etc. Each chapter begins with suggestions for students and instructors on how to develop each issue into a learning unit complete with additional resources and activities. Valuable appendices include a list of organizations and agencies, information and instructional materials centers, and teacher training materials.

SOURCE: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $15.00

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: Teaching Handicapped Students: Selected Resources for Vocational Teachers and Teacher Educators by Dennis R. Herschbach (bibliography; 22 pp.)

SPECIFIC CONCERN: Resources available for instructional and related materials

GROUPS SERVED: All Exceptional Individuals

INTENDED USERS: Administrators, Teachers

CONTENTS: Information on the development and implementation of instructional programs for exceptional students is presented in this book. An attempt was made to address various categories of handicaps, along with attention to a number of concerns such as program design, student behavior, evaluation, and individualizing instruction and job placement. The material is divided into four sections:

1. Books Relating to the Teaching of Handicapped Students
2. Publications from Agencies and Organizations Serving Handicapped Students
3. Agencies and Organizations Serving Handicapped Students
4. Relevant Abstracts, Indexes and Journals

SOURCE: Department of Industrial Education
University of Maryland
College Park, MD 20740

COST: Not known

AVAILABILITY: Not known

EASE OF USE: Very easy; a good resource document

RESOURCE:	Instructional Development for Special Needs Learners: An Inservice Resource Guide by T. Allen Phillips (modules)
SPECIFIC CONCERN:	Improving instructional programs and services for special needs learners
GROUPS SERVED:	All Exceptional Students
INTENDED USERS:	Administrators, Teachers
CONTENTS:	Seven modules are contained within this resource guide. It is meant to be used in an in-service setting. The basic purpose of this resource document is to help teachers improve the planning, implementation, and evaluation of individualized educational programs at the secondary level. The subject matter covered by the modules is learner analysis, cooperative instructional arrangements, instructional resources, cluster and content analysis, instructional planning, instructional implementation, and evaluation of learner progress. A self-evaluation checklist and bibliography is provided at the end of each module.
SOURCE:	Department of Vocational and Technical Education University of Illinois at Urbana-Champaign Urbana, IL 61801
COST:	Not known
AVAILABILITY:	Not known
EASE OF USE:	A very comprehensive resource document. Instructions on how to use the guide are included in the introduction. Each module can be used as a separate unit and they need not be used in their numbered sequence.

RESOURCE: A Primer on Individualized Education Programs for Handicapped Children edited by Scottie Torres (book; 60 pp.)

SPECIFIC CONCERN: Compliance of PL 94-142; developing an IEP

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers, Parents

CONTENTS: At the core of PL 94-142 is the written individualized education program. The IEP is meant to be the link between the exceptional child and the educational services now mandated by public law. This primer provides advice and information needed to develop, implement, and monitor an IEP. Topics covered are (1) Understanding the Individualized Education Program, (2) Present Levels of Performance and Assessment: Some Basic Considerations, (3) Annual Goals and Short Term Objectives, (4) Arranging Specific Educational Services to be Provided, (5) Evaluating Individualized Education Programs, (6) Meeting to Develop the Individualized Education Program, (7) The Teacher's Role in Development, (8) Bey and the Individualized Education Program: The Instruction Plan, (9) Parents Participation, (10) Developing An Administrative Process: Some Decisions. The appendices include a sample IEP form and a reprint of the relevant section of PL 94-142.

SOURCE: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: $4.95

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: A Bibliography of Materials for Handicapped and Special Education (second edition) by Roger H. Lambert (book; 74 pp.)

SPECIFIC CONCERN: Resource materials

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This bibliography contains 1,621 references for materials related to vocational and technical education of exceptional students. Materials are organized by particular type (program development and administration, software instructional materials/devices, ancillary services, evaluation and research, and groups/organizations); by specific handicap (visually impaired, hearing impaired, physically handicapped, mentally retarded, emotionally disturbed, speech/language disability, learning disabled, multiply handicapped, chemically dependent, and offenders); or by specific skill areas (communication skills, interpersonal and behavior copying skills, motoric skills, perceptual skills, vocational and avocational skills development, agriculture, health occupations, and trade and industry). Entries are coded by Office of Education Curriculum Codes and Educational Resources Information Center description. The entries include the author; publisher and address; bindings and pagination for books; price; and information for films, cassettes, slides, and other nonprint materials.

SOURCE: ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

COST: $.83 microfiche $3.50 hardcopy
(ED 123 839)

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: A Bibliography of Materials for Handicapped and Special Education. Vocational Education Resource Materials. Supplement to the Second Edition. By Roger H. Lambert (book;38pp.)

SPECIFIC CONCERN: Curriculum development and instructional activities

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

DESCRIPTION: This bibliography contains over 300 citations grouped under different code numbers which provide information about the document content. The bibliography was developed to encourage and support curriculum development and instructional activities in vocational education for exceptional students.

SOURCE: ERIC Document Reproduction Service
P.O. Box 190
Arlington, Va. 22210

COST: $.83 microfiche $2.06 hardcopy
(ED 134 679)

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Resources in Vocational Education (bimonthly catalog)

SPECIFIC CONCERN: Resources available to vocational educators

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This catalog is prepared bimonthly by the staff of the Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) Project under a contract with the U.S. Office of Education. Abstracts of research, instructional, and other materials in vocational and technical education are included along with abstracts of funded proposals. The full text of most documents is available on microfiche or hard copy from the ERIC Document Reproduction Service. Microfiche is also available in local ERIC microfiche collections (check local university libraries and county libraries).

SOURCE: CVE Publications
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

COST: $35 per year

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Outfront in Special Education (monthly publication)

SPECIFIC CONCERN: Establishment of policy regarding services to exceptional students

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Parents

CONTENTS: Outfront is a monthly consulting service prepared by some of the nation's leading management systems consultants experienced in special education program management and educational administration. Information is organized in a terse, to-the-point fashion. Analyses and recommendations on the managerial, legal, and programmatic aspects of special education are given. Recent topics covered have been educational accountability, considerations for implementing PL 94-142, federal and state influences on the LEA, standards for appeals of placement decisions, etc.

SOURCE: Outfront Information Service
P.O Box 5767
Richardson, TX 75080

COST: One professional subscription $36.00
One institutional subscription $100.00
Parent subscription $15.00

AVAILABILITY: From stock; other publications also available on subjects such as accountability for special educators, working with parents, and educational rights of exceptional students

EASE OF USE: Easy reading

RESOURCE: Barrier-Free School Facilities for Handicapped Students (book)

SPECIFIC CONCERN: Environmental redesign

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators

CONTENTS: This book illustrates how to design or alter buildings to comply with the regulations for Section 504 of the Rehabilitation Act of 1973. Schools built after June 3, 1977 must conform to the accessibility standards of the 504 regulations. Plans for alterations to existing buildings must be submitted by December 3, 1977 and are to be completed by June of 1980. The report offers suggestions and blueprints for changes in parking lots, walks, ramps, stairs and rails, entrances and doors, elevators, and corridors. Also covered are suggestions about furniture, lighting, bathrooms, and display and work surfaces.

SOURCE: Educational Research Services, Inc.
1800 N. Kent Street
Arlington, VA 22209

COST: $7.00

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: American National Standard: Specifications for making buildings and facilities accessible to, and usable by, the physically handicapped (booklet; 11 pp.)

SPECIFIC CONCERN: Environmental redesign

GROUPS SERVED: Blind/Visually Impaired
Deaf/Hearing Impaired
Orthopedically Impaired

INTENDED USERS: Administrators

CONTENTS: These standard specifications are to be used to make all public buildings and facilities accessible to, and functional for, the physically handicapped. Definitions are given, along with general principles and considerations. Information on site development and specifications for buildings is also given.

SOURCE: American National Standards Institute
1430 Broadway
New York, NY 10018

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Accessibility Modifications: Guidelines for modifications to existing buildings for accessibility to the handicapped by Ronald L. Mace, AIA (book; 62 pp.)

SPECIFIC CONCERN: Environmental redesign

GROUPS SERVED: Blind/Visually Impaired
Deaf/Hearing Impaired
Orthopedically Impaired

INTENDED USERS: Administrators

CONTENTS: Recent legislation has made it mandatory that all public buildings be accessible to handicapped individuals. This book provides a guide for administrators, owners, and others for identifying existing barriers in buildings, making modifications to erase those barriers, and in estimating the cost of such modifications. The book is divided into three major sections:

I. Survey of Existing Buildings
II. Illustrated Guide to Modifications
III. Cost Analysis Section

SOURCE: Special Office for the Handicapped
North Carolina Department of Insurance
Engineering and Building Codes Division
P.O. Box 26387
Raleigh, NC 27611

COST: Not known

AVAILABILITY: Not known

EASE OF USE: Easily read and used; some knowledge of building construction helpful, but not necessary.

RESOURCE: Humanscale 1/2/3 by Neils Diffrient, Alvin R. Tilley, and Joan C. Bardagjy (measuring device and booklet; 32 pp.)

SPECIFIC CONCERN: Environmental redesign

GROUPS SERVED: Orthopedically Impaired

INTENDED USERS: Administrators, Architects, Engineers

DESCRIPTION: The three designing scales provide the information needed to modify buildings and equipment to make them useful to the physically handicapped. The first scale deals with body measurements, the second with seat/table guides, and the third with "Wheelchair Users/Handicapped and Elderly." The accompanying booklet has sections describing the use of each scale. The section on "Requirements for the Handicapped and Elderly" lists the barriers that exist in most buildings for the orthopedically handicapped, the blind, and the deaf.

SOURCE: MIT Press
Massachusetts Institute of Technology
Cambridge, MA 02142

COST: $35.00

AVAILABILITY: From stock

EASE OF USE: Booklet is easily read and informative. The actual scales require some knowledge of engineering and design in order to understand them.

RESOURCE: A Pilot Study of Selected ROP Curricula and Facilities to Determine Their Appropriateness and Accessibility for Orthopedically Handicapped Students (book)

SPECIFIC CONCERN: Evaluation of building accessibility and curriculum effectiveness

GROUPS SERVED: Orthopedically Impaired

INTENDED USERS: Administrators

CONTENTS: The first half of this book describes the study that was conducted of Regional Occupation Programs to determine their accessibility and usefulness to orthopedically handicapped students. The second half of the book consists of a "How-To-Do-It-Kit" that should prove useful to administrators in determing the appropriateness and value of their own courses/facilities. The "Kit" contains:

1. Survey instructions
2. Explanation to introduce survey team and its objectives to a course instructor
3. Curriculum evaluation questionnaire
4. Architectural barrier evaluation questionnaire
5. Guidelines

"With appropriate indoctrination and practice a survey team consisting of 3 persons should be able to evaluate the most complex situation in about 2 1/2 hours."

SOURCE: Superintendent of Schools
Department of Education, San Diego County
6401 Linden Vista Road
San Diego, CA 92111

COST: Not known

AVAILABILITY: Not known

EASE OF USE: Work with an architect is necessary when planning or modifying facilities.

Instructional Concerns

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Developing a General Understanding prepared by R. Weisgerber (self-instructional module; 87 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This module is intended for in-service training of vocational educators working at the secondary level and focuses on developing a general understanding of the goals, components, and approaches used in regular vocational education programs involving the handicapped. The general purposes of this module are as follows:

1. To acquaint vocational educators with the ethical and legal rights of the handicapped to vocational education services
2. To familiarize vocational educators with specific handicapping conditions, including terminology, variations in severity, and differing capabilities of handicapped students.
3. To acquaint vocational educators with the components of vocational education programs for the handicapped and provide illustrations from existing mainstreaming efforts for the various handicapped categories being considered.
4. To acquaint vocational educators with resource and referral agencies and various publications available

(continued on next page)

SOURCE: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $2.89

AVAILABILITY: From stock

EASE OF USE: Easy reading; first in a series of seven modules

to aid them in the instruction of handicapped students.

The module is organized into three main sections which describe 1) the educator, the student and the task; 2) establishing a plan for instruction; and 3) carrying out that plan.

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Developing a Positive Attitude prepared by Richard Bond (self-instructional module; 35 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This module focuses on understanding attitudes and feelings involved in teaching handicapped students and on exploring ways of developing a climate of positive attitudes to support instruction of handicapped students in regular classrooms. The general purposes of this module are as follows:

1. To understand attitudes and how they affect behavior.
2. To understand the bases for attitudes that can affect success in teaching.
3. To develop practical living skills in solving problems that involve attitudes and feelings.

SOURCE: American Insitutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $1.45

AVAILABILITY: From stock

EASE OF USE: Easy to read and use; second in a series of seven modules.

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Serving the Orthopedically Handicapped prepared by R. Weisgerber (self-instructional module; 47 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: Orthopedically Impaired

INTENDED USERS: Teachers

CONTENTS: The general purposes of the module are:

1. To explain what orthopedically handicapped means and to explore the range of vocational capabilities of the student
2. To explain the ways in which the vocational educator can help the orthopedically impaired student develop his vocational potential
3. To present the vocational educator with guidelines for developing a plan of individualized instruction for the orthopedically impaired student
4. To provide listings of resource agencies and further readings to assist the vocational educator

SOURCE: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $1.78

AVAILABILITY: From stock

EASE OF USE: Easy reading with review questions at the end of each section; third of a set of eight modules on mainstreaming the handicapped in vocational education

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Serving the Mentally Retarded prepared by Claudette Smith (Self-instructional module; 63 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: Mentally Retarded

INTENDED USERS: Teachers

CONTENTS: This module is designed to give the vocational educator an understanding of the mentally retarded student. The general purposes of this module are as follows:

1. To explain what mental retardation is and to explore the range of vocational capabilities of the mentally retarded student
2. To present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the retarded student
3. To provide listings of resource agencies and further readings

The module considers important points in setting up an individualized instructional program for mentally retarded students. Brief review questions are provided throughout the module.

SOURCE: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $2.20

AVAILABILITY: From stock

EASE OF USE: Easy reading; fourth in a series of seven modules

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Serving the Visually Handicapped prepared by Caroline M. Dillman and Patricia Maloney (self-instructional module; 62 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: Visually Impaired

INTENDED USERS: Teachers

CONTENTS: The purposes of this module are as follows:

1. To familiarize vocational educators with handicapping conditions of the legally blind and partially seeing, including terminology, variations in severity, and differing capabilities of these students
2. To outline and discuss plans for individualizing instruction so that it will meet the needs of visually handicapped students and will simplify the educator's task in teaching these students
3. To provide vocational educators with resource and referral agencies and with various publications that can aid them in dealing with visually handicapped students.

The module is organized into three main sections: (1) The Educator, the Student, and the Task; (2) Establishing a Plan for Individual Instruction; and (3) Carrying Out a Plan of Individual Instruction.

SOURCE: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $2.20

AVAILABILITY: From stock

EASE OF USE: Easy reading; fifth in a series of seven modules

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Serving the Communication Impaired prepared by Patricia Maloney (self-instructional module; 53 pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: Speech Impaired

INTENDED USERS: Teachers

CONTENTS: This module is designed to help the vocational educator learn about the communication impaired student. The general purposes of this module are as follows:

1. To explain the meaning of a communication handicap: what it is, what the range of severity is, and how it affects the student's vocational performance
2. To present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the student with a communication handicap.
3. To provide listings of resource agencies and further readings

This module considers important points in setting up individualized instructional programs for communication impaired students. A section listing resource agencies and persons to contact for assistance is included.

SOURCE: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $2.17

AVAILABILITY: From stock

EASE OF USE: Easy reading; the sixth in a series of seven modules.

RESOURCE: Mainstreaming the Handicapped in Vocational Education: Developing a Plan for Action prepared by R. Weisgerber (self-instructional module; 18pp.)

SPECIFIC CONCERN: Improving teaching skills of vocational educators

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This module is meant to be used after the study of the other six modules in this series. The titles of the six modules are Developing a General Understanding, Developing a Positive Attitude, Serving the Orthopedically Handicapped, Serving the Mentally Retarded, Serving the Visually Handicapped, and Serving the Communication Impaired.

Each page of this seventh module represents a step in the planning of instruction, carrying out the instructional plan, or evaluating the outcomes of instruction. At the bottom of each page, room has been provided for comments by administrators, workshop coordinators, or professors engaged in pre-service or in-service training.

SOURCE: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

COST: $.90

AVAILABILITY: From stock

EASE OF USE: Easy to read and use

RESOURCE: Making It Work: Practical Ideas for Integrating Exceptional Children into Regular Classrooms edited by Barbara Aiello (book; 112 pp.)

SPECIFIC CONCERN: Instructional techniques

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Administrators, Teachers

CONTENTS: This booklet provides examples of successful mainstreaming programs, interviews with persons involved in mainstream education, and, most importantly, "how-to's" for setting up successful mainstreaming programs. Basic definitions on mainstreaming are provided. The suggestions and ideas can be most useful in beginning the gradual process of integrating exceptional children into the regular class setting.

SOURCE: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Vocational Entry-Skills for Secondary Students by Winifred Y. Washburn, M.A. (book; 223 pp.)

SPECIFIC CONCERN: Developing basic vocational skills

GROUPS SERVED: Emotionally Disturbed, Exceptional-Gifted, Learning Disabled, and Mentally Retarded

INTENDED USERS: Teachers

CONTENTS: This is a specialized book on teaching basic vocational skills. Perhaps the best way to describe this book is to list its stated objectives.

- Those students who are ready for work and who desire to learn how to work will be given intensive training and help to enter the world of work.
- Learning disabled students will be helped to achieve degrees of success in all basic academic skills so they will begin to achieve degrees of success in work experience and jobs.
- Students will learn job orientation and entry-level job skills.
- Students will attempt jobs of their own capability; they will receive counseling and additional help toward full-time employment.

The manual "attempts to sequence Career Education and Vocational Education so that the student continually builds his vocational skills." The material in the manual is aimed at the average and above-average student with learning disabilities.

SOURCE: Academic Therapy Publications
1539 4th Street
San Rafael, CA 94901

COST: $10.00

AVAILABILITY: From stock

EASE OF USE: Simple to use; well organized; materials such as books and kits are required for certain lessons. If not already available to the instructor, these can be purchased under Vocational Special Education Funds (5% of funds reserved)

RESOURCE: Teaching Educationally Handicapped Children edited by John S. Arena (book; 112 pp.)

SPECIFIC CONCERN: Teaching strategies

GROUPS SERVED: Learning Disabled

INTENDED USERS: Teachers

CONTENTS: Twenty-two teachers and remedial specialists contribute their ideas and suggestions for teaching methods that have worked extremely well with learning disabled children. Descriptions are provided that are useful in classroom and clinical situations.

SOURCE: Academic Therapy Publications
P.O. Box 899
1539 Fourth Street
San Rafael, CA 94901

COST: $3.50 (Catalog No. ISBN: 000-4)

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Follett Coping Skills Series: Finding Work developed by McVey & Associates, Inc.

SPECIFIC CONCERN: Instructional materials

GROUPS SERVED: Educational Handicapped, Mentally Retarded

INTENDED USERS: Students

CONTENTS: This book is one in a series of workbooks designed to provide skills and knowledge necessary to cope with the complex demands of modern life. Each workbook is written at no higher than the 3.5 grade level on the Spache scale. A motivating introduction tells what will be studied, so that students perceive the benefits of completing the lesson. The occupational knowledge book, Finding Work, emphasizes skills needed to find a job. Subjects covered include want ads and other sources of job information, applications, and self-evaluation.

SOURCE: Follett Publishing Company
Customer Service Center
Box 5705
Chicago, IL 60680

COST: $1.80 (Code No. 2175)

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Vocational Kit edited by Lauriel E. Anderson

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: Educationally Handicapped, Learning Disabled

INTENDED USERS: Administrators, Counselors, Parents, Students, Teachers

CONTENTS: This kit is a collection of articles, in folder form, designed to suggest some extra steps to help the adolescent/adult with special problems to meet the vocational expectations of the adult world. Topics covered include tips for getting a job; what it means to be a perceptually handicapped adult; suggestions for employers and spouses; how parents can become a job resource; teaching and vocational education for the handicapped; suggestions for the rehabilitation counselor and the employer; employment barriers that need to be removed; and a first report on a research project with 20 learning disabled adults conducted by the California Association of Neurologically Handicapped Children. Bibliographical sources and community resources are also included.

SOURCE: CANHC Literature
P.O. Box 710
Larkspur, CA 94939

COST:

Single copies	$14.95
Ten or more (to one address)	$13.45

Postage and handling, add 10% of total KIT cost. Prepayment is necessary.

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE: Teaching the Learning Disabled Child by Norris G. Harine and Barbara Bateman (book; 341 pp.)

SPECIFIC CONCERN: Teaching the learning disabled student

GROUPS SERVED: Learning Disabled

INTENDED USERS: Administrators, Teachers

CONTENTS: This very comprehensive book is meant to provide systematic guidelines to the teacher who is new to the learning diabilities area. A number of education assessment and instructional tactics are discussed. Comments from teachers on various teaching methods used are given along with specific strategies.

SOURCE: Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Moderate reading

RESOURCE: SCIL (Systematic Curriculum for Independent Living) by Marta A. Hannah, et al. (four three-ring binders; 2,500 pp.)

SPECIFIC CONCERN: Life skills training programs

GROUPS SERVED: Educable Mentally Retarded, Learning Disabled

INTENDED USERS: Teachers

CONTENTS: This program is designed for adolescent and adult learning-disabled individuals. It is so versatile in nature that it can easily be adapted to those with severe learning disabilities and to those with higher functioning levels. The program is diagnostic and prescriptive in nature, set up in such a way that each individual subject area identifies target behaviors, pinpoints specific behavioral objectives, and suggests specific lesson plans to help implement treatment. Topics covered are math, money, time, measurement, functional reading, speech, postage, telephone, writing, personal care, sexuality, health and first aid, home care, social skills, vocational, community living, and leisure time. The SCIL can be used in public schools, sheltered workshops, adult activity centers, and private institutions. The program is flexible enough so that it can easily be extended into a full, four-year, secondary-level program.

SOURCE: Academic Therapy Publications
P.O. Box 899
1539 Fourth Street
San Rafael, CA 94901

COST: $145 (Catalog No. LSBN: 187-6)

AVAILABILITY: From stock

EASE OF USE: Well organized yet versatile; easy to use

RESOURCE: Basic Business: A Teacher's Guide to an Employment Orientation Course for Special Needs Students by Francine Grubb (book; 72 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This is one of a series of six teachers guides that were designed for the employment orientation program for special needs students at the Gloucester County Vocational-Technical School in Sewell, New Jersey. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. This guide contains a foreword, objectives of the basic business unit, references, charts and masters for projectuals, and 33 lesson plans. Examples of the lesson plan topics are the world of business, the telephone, filing, mail room, adding machines, calculators, payroll deductions, IBM selectric typewriter, photocopying, and cash register.

SOURCE: New Jersey Vocational-Technical Curriculum Lab.
Bulding 4103
Kilmer Campus
Rutgers University
New Brunswick, NJ 08903

COST: $2.50 plus postage

AVAILABILITY: From stock; also available from ERIC Document Reproduction Service (ED 132418 Microfiche $.83 Hardcopy $3.50)

EASE OF USE: Moderate reading

RESOURCE: Beauty Culture: A Teacher's Guide to an Employment Orientation Course for Special Needs Students by Francine Grubb (book; 107 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This guide is one of a series of six teacher's guides. It contains a foreword, objectives of the beauty culture unit, references, charts and masters for projectuals, and 36 lesson plans. Examples of lesson plan topics are beauty culture as an occupation, personality, attitude, behavior, good grooming, posture, personal care, makeup application, types of bacteria, infectious diseases, sterilization, antiseptics and disinfectants, composition of the nail, combing tangled hair, the nature of hair, bones of the hand, Manicuring, shampooing, hair analysis, hair styling, the skin, facial manipulations, fingerwaving, and review practice.

SOURCE: New Jersey Vocational-Technical Curriculum Laboratory
Building 4103
Kilmer Campus
Rutgers University
New Brunswick, New Jersey 08903

COST: $2.50 plus postage

AVAILABILITY: From stock; also available from ERIC Document Reproduction Service (ED 132 419 Microfiche $.83 Hardcopy $6.01 plus postage)

EASE OF USE: Moderate reading

RESOURCE: Sewing: A Teacher's Guide to an Employment Orientation Course for Special Needs Students by Francine Grubb (book; 87 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This is one in a series of six teachers guides. Each one of the guides contains daily lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities and evaluation suggestions. There are thirty lessons contained in this guide, including such topics as hand sewing fundamentals, basting, hemming, threading a sewing machine, winding the bobin, backtacking and topstitching. Charts, masters for projectuals, and a short-answer sewing test are also included.

SOURCE: New Jersey Vocational-Technical Curriculum Laboratory
Building 4103
Kilmer Campus
Rutgers University
New Brunswick, NJ 08903

COST: $2.50 plus postage

AVAILABILITY: From stock. Also available from ERIC Document Reproduction Service (ED 132 422 Microfiche $.83 Hardcopy $4.67 plus postate)

EASE OF USE: Moderate reading

RESOURCE: Foods: A Teacher's Guide to an Employment Orientation Course for Special Needs Students by Francine Grubb (book; 208 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This is one of a series of six teacher's guides. Each guide contains lesson plans consisting of objectives, subject matter covered, audiovisual aids, demonstrations, student activities, and evaluation suggestions. Forty-eight lesson plans are contained in this guide, covering such as safety rules of the kitchen, following a recipe, use and care of equipment, rules about measuring, nutrition, special diets, food occupations, etc. References, charts, master for projectuals and recipes are included in the guide.

SOURCE: New Jersey Vocational Technical Curriculum Laboratory
Building 4103
Kilmer Campus
Rutgers University
New Brunswick, New Jersey 08903

COST: $3.00 plus postage

AVAILABILITY: From stock; also available from ERIC Document Reproduction Service (ED 132 423 Microfiche $.83 Hardcopy $11.37 plus postage)

EASE OF USE: Moderate reading

RESOURCE: Laundry: A Teacher's Guide to an Employment Orientation Course for Special Needs Students by Francine Grubb (book; 83 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This guide is one in a series of six teacher's guides. The twelve lessons in this laundry unit are (1) Laundry Work, (2) What Do We Wash?, (3) Selecting Washable Clothing, (4) Sorting and Pretreating, (5) Soaps and Detergents, (6) Enzymes and Bleaches, (7) Water Softening Agents and Fabric Softeners and a Quiz on Laundering, (8) Starches and Fabric Finishes, (9) Reading Package Directions and Using Correct Water Temperatures (10) Your Washer and Choosing the Correct Wash Action, (11) Rinsing and Drying, Hand Laundering, and (12) The Laundry Slip and Laundry Unit Test. Charts and masters for projectuals are also included.

SOURCE: New Jersey Vocational-Technical Curriculum Laboratory
Building 4103
Kilmer Campus
Rutgers University
New Brunswick, NJ 08903

COST: $2.00 plus postage

AVAILABILITY: From stock, also available from ERIC Document Reproduction Service (ED 132 421 Microfiche $.83 Hardcopy $14.67)

EASE OF USE: Moderate reading

RESOURCE: Hospitality: A Teacher's Guide to An Employment Orientation Course for Special Needs Students by Francine Grubb (book; 27 pp.)

SPECIFIC CONCERN: Educational plans

GROUPS SERVED: All Exceptional Students

INTENDED USERS: Teachers

CONTENTS: This teacher's guide is one of a series of six guides. The ten lessons in the hospitality unit are (1) The Hotel-Motel Business, (2) How to Load a Maid's Cart, (3) Entering the Guest's Room and Making Entry Inspection, (4) How to Begin Cleaning, (5) Cleaning the Bathroom, (6) Making the Bed, (7) The Vacuum Cleaner and Basic Dusting Procedures, (8) Cleaning the Bedroom Area, (9) Making a Final Inspection, and (10) Visitation of a Hotel-Motel Facility. Charts and masters for projectuals are also included.

SOURCE: New Jersey Vocational-Technical Curriculum Laboratory
Building 4103
Kilmer Campus, Rutgers University
New Brunswick, New Jersey 08903

COST: $1.50 plus postage

AVAILABILITY: From stock; also available from ERIC Document Reproduction Service (ED 132421 Microfiche $.88 Hardcopy $2.06 plus postage)

EASE OF USE: Moderate reading

RESOURCE: Adaptations and Techniques for the Disabled Homemaker by K. Hodgeman, OTR and Eleanor Warpeha, OTR (booklet)

SPECIFIC CONCERN: Assistive devices

GROUPS SERVED: Orthopedically Impaired

INTENDED USERS: Teachers, Students

CONTENTS: This booklet presents devices and ideas that have been helpful to disabled homemakers. Simple and inexpensive adaptations and ideas are presented. Construction information is included for items that are easy to make. Sources of commercially available items are indicated in the booklet. Many of the items are available in hardware or department stores. Although this booklet was prepared with the homemaker in mind, many of the ideas and suggestions can be adapted to the workshop environment.

SOURCE: Sister Kenny Institute
Rehabilitation Publication
Dept. 203
Chicago Avenue at 27th Street
Minneapolis, MN 55407

COST: Not known

AVAILABILITY: From stock

EASE OF USE: Easy reading

RESOURCE:	The Ci-Lab Secondary Program (cassette recordings with scripts in braille and large type)
SPECIFIC CONCERN:	Vocational preparation
GROUPS SERVED:	Blind/Visually Impaired
INTENDED USERS:	Students, Teachers
DESCRIPTION:	Kit contains a cassette library of 35 recordings with accompanying scripts in braille and large type. Five general discussions treat trends in occupations, use of want ads, employment agencies, preparations of resumes, appropriate interview conduct, and the importance of self-sufficiency. Included are 30 job descriptions adapted from VIEW (Vocational Information for Education and Work), two from each of the U.S. Office of Education's 15 clusters. Handbooks in braille and in large type list concepts, learning activities, and tests.
SOURCE:	American Printinghouse for the Blind 1839 Frankfort Avenue P.O. Box 6085 Louisville, KY 40206
COST:	Cat. No. 1-0824 $92.50
AVAILABILITY:	From stock
EASE OF USE:	Moderate; instructions included

RESOURCE: International Catalog: Aids and Appliances for Blind and Visually Impaired Persons (specialized book; 214pp.)

SPECIFIC CONCERN: Assistive devices

GROUPS SERVED: Blind/Visually Impaired

INTENDED USERS: Students, Teachers

CONTENTS: This book contains a comprehensive list of the special devices available for those who have severe vision impairments. The book was compiled by the American Foundation for the Blind and lists products available for purchase from manufacturers around the world. The catalog is divided into sections according to type of aid. Teachers would be most interested in the educational aids sections, one of which is devoted solely to vocational aids. This catalog is meant to be a useful resource for those who wish to know what kinds of aids and devices exist for the visually impaired; it cannot be used to make direct orders.

SOURCE: American Foundation for the Blind
15 W. 16th Street
New York, NY 10011

COST: Not known

AVAILABILITY: From stock

EASE OF USE: The catalog lists distributor, availability, price, catalog numbers, and description. Buyers must write directly to distributor to purchase items.

RESOURCE:	Measures of Psychological, Vocational, and Educational Functioning in the Blind and Visually Handicapped by Geraldine Scholl and Ronald Schnur (book; 95 pp.)
SPECIFIC CONCERN:	Assessment of blind and visually impaired individuals
GROUPS SERVED:	Blind/Visually Impaired
INTENDED USERS:	Administrators, Counselors, School Psychologists, and Teachers
CONTENTS:	"The major purpose of this manual is to list available measures and instruments that have been or are being used in assessing children and adults with visual impairments." The book is divided into two parts: 1. The Manual and How To Use It 2. The Measures General guidelines are given to give the user an understanding of how a visual impairment affects functioning. The section on measures categorizes each test according to what it measures, (i.e., intellectual functioning, education, etc.). Various other strategies and alternatives are presented, such as observation in the home, school, or other familiar setting.
SOURCE:	American Foundation for the Blind 15 W 16 Street New York, NY 10011
COST:	Not known
AVAILABILITY:	From stock
EASE OF USE:	Easy reading

RESOURCE: Recommended Aids for the Partially Sighted by Louise T. Sloan, Ph.D. (book, 64 pp.)

SPECIFIC CONCERN: Assistive devices for visually impaired individuals

GROUPS SERVED: Visually Impaired

INTENDED USERS: Visually Impaired Individuals

CONTENTS: The book is divided into two sections:

1. Recommended Aids for the Partially Sighted
2. A Nontechnical Explanation of Basic Optical Principles

A wide variety of aids are available ranging from focusable magnifiers to writing guides. The second section explains some principles that should be kept in mind when using certain aids. (64 pp.)

SOURCE: National Society for the Prevention of Blindness, Inc.
79 Madison Avenue
New York, NY 10016

COST: Catalogue No. P405 $2.00

AVAILABILITY: From stock

EASE OF USE: Moderate reading; some technical terms used

RESOURCE: SONICGUIDE: a mobility aid for the blind

SPECIFIC CONCERN: Orientation and mobility

GROUPS SERVED: Blind/Visually Impaired

INTENDED USERS: Blind/Visually Impaired Individuals

DESCRIPTION: The Sonicguide consists of lightweight eyeglass frames and a control unit. The control unit is slightly larger than a deck of cards and is attached to the eyeglass frames by a lightweight cord. The aid is battery-charged and operates on sonic feedback, making the user aware of the distance and direction of reflecting objects. The range of use is from 10 to 15 feet. Beyond its use as an orientation and mobility device, the Sonicguide is also a useful tool in teaching concepts related to space and movement through space.

SOURCE: Telesensory Systems, Inc.
3408 Hillview Avenue
Palo Alto, CA 94304

COST: $2,350

AVAILABILITY: Allow two weeks for custom assembly of eyeglass frames

EASE OF USE: Blind individuals who have completed orientation and mobility training with long cane or dog will require 30 to 40 hours of training to master Sonicguide.

RESOURCE: Embossed Pencil-Writing Paper and Graph Sheets

SPECIFIC CONCERN: Writing Aids

GROUPS SERVED: Blind/Visually Impaired

INTENDED USERS: Visually Impaired Students

DESCRIPTION: Embossed Paper. The paper is regulation white braille paper, embossed with heavy guide lines one-half inch apart to use for writing with pencil. (Bold Line Writing Paper is also available for use by the partially sighted.)

Embossed Graph Sheets. These sheets are embossed with horizontal and vertical lines of small braille dots, they are available in two sizes, 8 1/2" by 11" and 11 1/2" by 11". Three different spacings of 1/2", 3/4", or 1" are provided in each sheet size (Bold Line Graph Sheets are also available for use by the partially sighted).

Embossed Writing Paper Cat. No. 1-0456 per pad $3.75
Bold Line Writing Paper Cat. No. 1-0479 (various sizes available) per lb. $1.15
Embossed Graph Sheets Cat. No. 5-4917 (various sizes available) 50 sheets $1.25
Bold Line Graph Sheets Cat. No. 4-0839 (various sizes available) 100 sheets $1.00

SOURCE: American Printing House for the Blind
P.O. Box 6085
1839 Frankfort Avenue
Louisville, KY 40206

COST: See Description above

AVAILABILITY: From stock

EASE OF USE: Easy to use

RESOURCE: APA Talking Book Reproducers (record player for talking book records)

SPECIFIC CONCERN: Teaching devices

GROUPS SERVED: Blind/Visually Impaired

INTENDED USERS: Students

DESCRIPTION: This record player is small and weighs only a few pounds. It will play Talking Book Records recorded at 33 1/3, 16 2/3, and 8 1/3 rpm. The speaker is mounted in the lid, which is detachable from the base with sufficient cord so that it can be placed approximately 1 foot from the machine. Two models are available--Model TR-1000 and Model TR-5000. The 5000 model has an added feature that permits the user to select (at the turn of a dial) any speed he pleases--faster or slower than the set speed of the turntable.

SOURCE: American Printing House for the Blind
1839 Frankfort Avenue
P. O. Box 6085
Louisville, KY 40206

COST: Model TR-1000, Cat. No. 1-0096 $135.00
Model TR-5000, Cat. No. 1-0097 $190.00

AVAILABILITY: From stock (headset, multiple headset, adaptor, and talking book albums are also available)

EASE OF USE: Simple to use

RESOURCE: Chang Factual Diagram Kit (felt display board with geometric shapes)

SPECIFIC CONCERN: Spatial orientation teaching device

GROUPS SERVED: Blind/Visually Impaired

INTENDED USERS: Teachers

DESCRIPTION: The kit consists of 104 flat geometric forms of 27 different shapes and sizes, 27 varied lengths of Velcro hook lengths, 2 molded stick men, and a baseboard to which interlocking Velcro has been laminated so that pieces can be held in place. The entire set is contained in a carry case and has overall weight of 8.5 pounds. A 122-page instructional guide is included with the kit. The kit can be used in a variety of ways: (1) to represent most physical structures in any environment, (2) furniture arrangements in a room can be shown, (3) spatial relationships and directions can be taught, (4) number grouping and graphs may be represented, (5) buildings, corridors and the locations of doors and windows can be mapped; (6) school grounds, parking lots, and shopping centers may be displayed. Teachers can make additional shapes to fit special needs using the extra strip of "hook" Velcro that is included in the set.

SOURCE: American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206

COST: Cat. No. 1-0313--$52.00 (sold in complete sets only)

AVAILABILITY: From stock

EASE OF USE: Simple to use; instructions included

RESOURCE: English and Metric-English 1-Foot Braille Rulers with Caliper Slides; APH Glue Down Rule (measuring devices)

SPECIFIC CONCERN: Teaching device

GROUPS SERVED: Blind/Visually Impaired

INTENDED USERS: Students

DESCRIPTION: (1) English Measurement 1-Foot Braille Ruler. This device is a regulation one-foot ruler. Attached is a caliper slide to use in determining measurement. Raised lines back from the reading edges. Braille figures are located at the inch divisions.
(2) Metric-English 1-Foot Braille Ruler. Essentially the same as the English Measurement Ruler, except that braille numbers indicate inch intervals (bottom edge) and antimeter intervals (top edge).
(3) APH Glue-Down Rule. The main virtue of this ruler is its versatility. By use of epoxy plastic, it can be attached to almost anything, almost anywhere. This rule can be used on such things as sewing machines, band saws, foot shears, cutting boards, drawing boards, rules, curved surfaces, etc. Rapid measurement can be made if the rule is glued down to a surface with the reading edge and all the divisions facing right, the forefinger can quickly slide down the left edge showing the inch marks only, then move over to the right for the finer measurements when the desired inch line has been reached.

SOURCE: American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206

COST:

English Ruler--Cat. No. 1-0307	$1.65
Metric-English Ruler--Cat. No. 1-0310	$1.70
Glue-down Rule--Cat. No. 1-0308	$ .40

AVAILABILITY: From stock

EASE OF USE: As simple to use as a regular ruler.

RESOURCE: APH Friction Pads Kit (self-adhesive plastic foam strips)

SPECIFIC CONCERN: Modification of equipment (specific aid to secure objects to top of desks or tables)

GROUPS SERVED: Blind/Visually Impaired
Orthopedically Impaired

INTENDED USERS: Students

DESCRIPTION: The APH Friction Pads Kit consists of three assorted sizes of self-adhesive plastic-foam strips that are designed for easy application to the backs of flat metal, wooden, or plastic devices that are inclined to slip around on desk tops when in use. The adhesive on the back of the pads will stick to almost any surface. The friction pads also will reduce noise caused by such objects. The packet consists of 3 sizes and quantities of strips: 12 pieces 1" x 6" x 1/8"
3 pieces 3" x 6" x 1/8"
6 pieces 1/2" x 6" x 1/8"

SOURCE: American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206

COST: Complete kit--$1.75

AVAILABILITY: From stock

EASE OF USE: Simple to use

RESOURCE:	Toniguide
SPECIFIC CONCERN:	Specific aid for orientation and teaching device for prevocational training
GROUPS SERVED:	Blind/Visually Impaired
INTENDED USERS:	Students, Teachers
DESCRIPTION:	This device consists of two separate units, the master unit and the remote unit. Both are equipped with signal transfer. The use of both a master and the remote unit. Both are equipped with signal transfer. The use of both a master and remote system allows the student to become a participant in the training process. By finding the source of the signal at the remote unit and then pushing the response button, the student transfers the signal back to the master and has achieved a status of participation and control. Repetition of a task such as transporting items from one unit to another, with decreasing verbal prompts from the instructor, can lay the groundwork for more advanced prevocational training. Thus it can be helpful in repetitious assembly-line tasks where constant verbal prompts are not possible. This device has a wide range of possible uses.
SOURCE:	American Printinghouse for the Blind 1839 Frankfort Avenue P.O. Box 6085 Louisville, KY 40206
COST:	Cat. No. 1-0875 $98.00
AVAILABILITY:	From stock
EASE OF USE:	Simple to use

RESOURCE: Assessing the Learning Disabled: Selected Instruments, Second Edition by August J. Mauser, Ed. D. (book; 112 pp.)

SPECIFIC CONCERN: Assessment tests for learning disabled

GROUPS SERVED: Learning Disabled

INTENDED USERS: Counselors, Teachers

CONTENTS: This bibliography lists hundreds of diagnostic instruments and describes them in terms of age applicability, administration time, and other salient information. The book comes complete with an alphabetical index, publisher's names and addresses, and a comprehensive list of selected readings for further information. Items covered include intelligence tests; motor, sensory and language tests; vocational interests tests; and others.

SOURCE: Academic Therapy Publications
P.O. Box 899
1539 Fourth Street
San Rafael, CA 94901

COST: $5.00 (Catalog No. ISBN: 167-1)

AVAILABILITY: From stock

EASE OF USE: Well organized and easy to use